

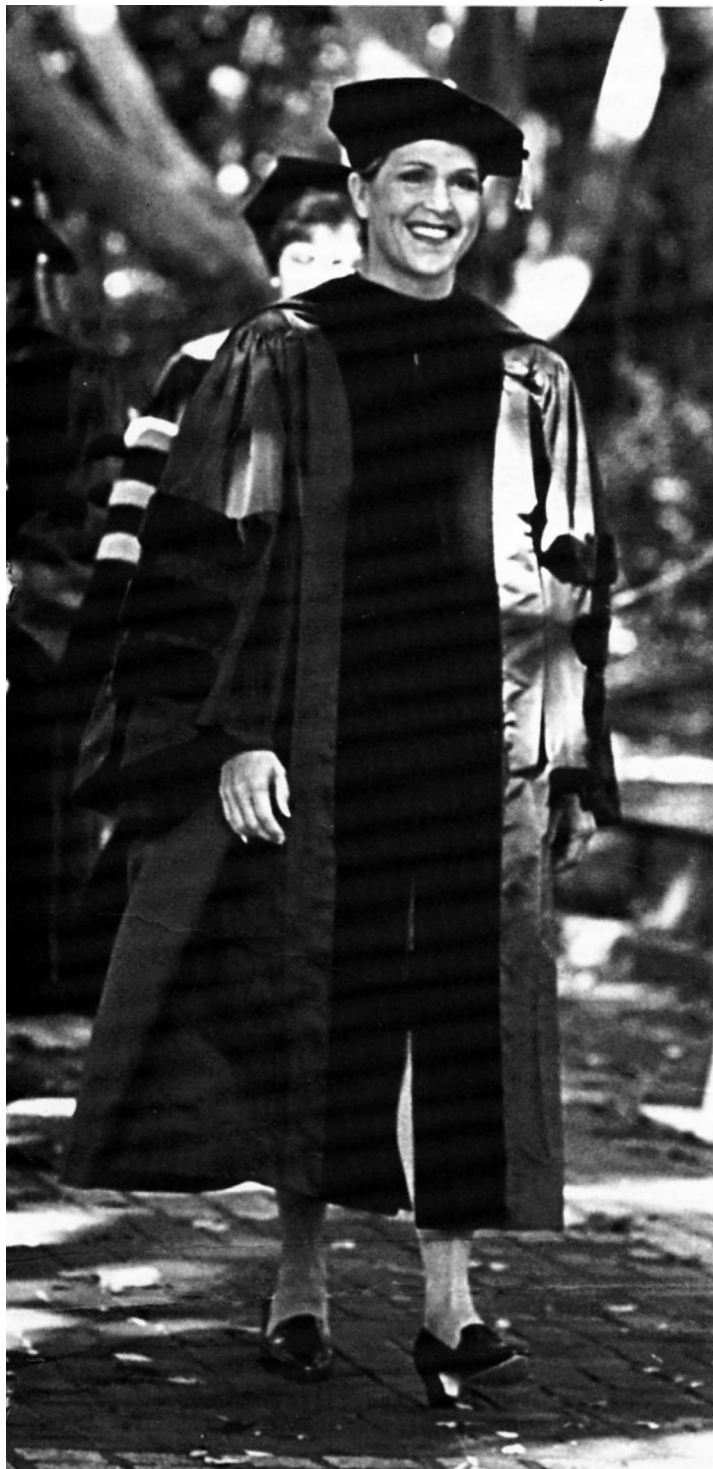
# Almanac

Tuesday, October 25, 1994

Published by the University of Pennsylvania

Volume 41 Number 9

Photo by Mark Garvin



**The Inauguration of Judith Rodin:** For the October 21 ceremony and the new president's Inaugural Address, see the 8-page Supplement in this issue.

## INSIDE

- Creating 'Commonwealth Trustees,' p. 2
- Speaking Out: Need-Blind, p. 2
- Death of Dr. Birdwhistell, p. 2
- Implementing a 21st Century Undergraduate Education (Rodin/Chodorow), p. 3
- Constructing Penn: The Exhibition, pp. 4-5
- Lindback Guidelines, Bulletins, p. 6
- CrimeStats, Crime Alert, Update, p. 7
- A Safer City: Tricks of the Season, p. 8

**Pullouts:** The Inauguration of Judith Rodin  
November at Penn

## Revamping Undergraduate Education

With a timeline of three years and a "down payment" of over \$8 million already designated, Penn has set out to reshape its undergraduate educational experience in time for the arrival of the Class of 2001 as freshmen in 1997. President Judith Rodin announced at a press conference Wednesday. With her were Provost Stanley Chodorow, deans of the undergraduate schools, and SCUE's representative on the Provost's Council on Undergraduate Education—which is charged with implementing the model—along with the Chair of the Faculty Senate, Dr. Barbara Lowery.

The plan is spelled out in the President's and Provost's paper, *Implementing a 21st Century Undergraduate Education*, on page 3 of this issue. Dr. Rodin also talked about the plan before Council at its October 19 meeting and the Trustees at their stated meeting October 20—and included it in her Inaugural Address the following day (see *Supplement*).

The plan calls for "fluid interaction across a wide variety of disciplines....without undue obstacles or bureaucratic barriers." It also calls for closer relationships between research and teaching, between living and learning, and between professional school faculty and undergraduate education. It is based on eight principles: institutionally distinctive, faculty centered, intellectually engaged, research oriented, residually integrated, interdisciplinary, and broad and international.

Structural implications of the new goal are among the things to be worked out in the three-year development period, Dr. Rodin said. Both she and the Provost said the plan was based not on Yale, and not on San Diego, but on Penn. She added that some elements are already working in the separate schools, nodding to the dean of the Wharton School whose innovations in evaluating and rewarding outstanding teaching were singled out last week as part of its two-year rise from fourth to first in the nation.

The \$8 million "down payment" is from a trust of the late John W. Merriam (W '31), the developer of Cedarbrook Mall and many other innovative projects in the Delaware Valley—including the conversion of the former Shubert Theater—who died in April at the age of 86.

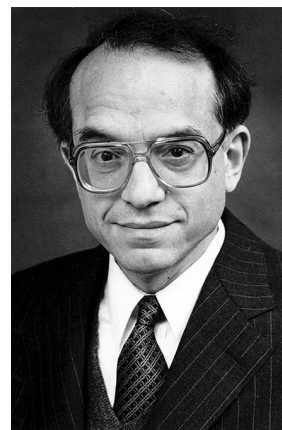
On the Provost's Council on Undergraduate Education are the deans of the College, Engineering, Nursing and Wharton; their associate deans for undergraduate education; the acting VPUL and the chair of SCUE. Added for the implementation of the 21st century education design are the chair of the Faculty Senate's Committee on Students and Educational Policy, a trustee, a student representative from each school, and a faculty member from a professional school that does not have an undergraduate program.

## Lindback Time: Nominating Outstanding Teachers

The Office of the Vice Provost for University Life is now accepting nominations for the Lindback Award for Distinguished Teaching. Please see page 6 for guidelines.

## Tops in Teaching MBAs

When *Business Week* sent out preprints of its October 24 article revealing that Penn's Wharton School is now the Number One school for MBAs in the nation, the packet didn't include a separate article on the best teachers identified in the survey. But when the whole magazine arrived, there on page 73 was Dr. Jeremy Siegel, professor of finance at Wharton, hands-down winner in more ways than one: As MBA graduates voted for their greatest teacher of all, *Business Week* calculated by actual numbers and the winner was Jeremy Siegel. Then for fairness to smaller schools the tabulation was recast by percentage—and the winner was again Jeremy Siegel (right).



## Death of Dr. Birdwhistell, Pioneer in Kinesics

Dr. Ray L. Birdwhistell, professor emeritus at the Annenberg School for Communication, died on October 19 at the age of 76.

Dr. Birdwhistell was internationally renowned as a pioneer in the study of the non-linguistic aspects of interpersonal communication, founding the area of research known as "kinesics" for the systematic exploration of the communicational aspects of body motion. His research was presented in some 80 publications, among the best known of them the books *Introduction to Kinesics* (1952) and *Kinesics and Context* (1972), published by the University of Pennsylvania Press, as well as in *The Natural History of an Interview* (1971), a collaborative volume edited by Norman A. McQuown.

"Professor Birdwhistell also made significant contributions to the use of visual media in naturalistic research; to the psychiatric application of kinesic methodology; and to the general theory of social communication," recalls his colleague Dr. Paul Messaris. "During his years at the University, he was known as a highly influential teacher of graduate courses in communication and folklore."

Early on, his work was embraced not only by scholars in psychology, anthropology and communications, but by writers and observers of the popular culture—among them Al Capp, who created a Professor Fleasong for his Li'l Abner cartoon series. Lively and innovative as a teacher, he became a welcome guest/host in radio and TV programming here and in Canada. As terms like "body language" came into vogue he was care-

ful to explain that he studied body motion not as non-verbal communication *apart from* language but "as one part of a multi-sensory process, one modality among several modalities," as he said in a *Pennsylvania Gazette* interview (May 1971). He then used his own witty examples and mobile features to illustrate for the interviewer that people adopt regional facial gestures, as they do regional dialects, as one part of their socialization.

Dr. Birdwhistell took his A.M. in psychology at Miami University of Ohio, an M.A. in anthropology and sociology at Ohio State, and his Ph.D. from Chicago. His early field work as an anthropologist took him among the Kutenai Indians of Idaho and Western Canada and into American rural family settings. He taught at the Universities of Toronto, Louisville, Chicago, Buffalo, and British Columbia, and did two stints at the Center for Advanced Study in the Behavioral Sciences, before joining the Annenberg School as visiting professor in 1969. He became a full professor a year later. Throughout much of his career he was a consultant to the Eastern Pennsylvania Psychiatric Institute and to numerous medical schools and clinics across the nation.

He was also a Fellow of the American Anthropological Association, the American Association for the Advancement of Science and the Society for Applied Anthropology, and a member of many other scholarly societies.

He is survived by his wife, Professor Anne D. Birdwhistell of Richard Stockton College; two daughters, Jill Pierce and Nan Birdwhistell; a brother, Ralph; and four grandchildren.

## Trustees: A New 'Commonwealth Trustee' Class

At the Stated Meeting of the Trustees on Thursday, the full Board voted unanimously to establish a new class of trustees, called Commonwealth Trustees, in response to the Pennsylvania General Assembly's new requirement for private institutions receiving state aid.

Thursday's Resolution to Amend the Statutes to Add the Classification of Commonwealth Trustees in Accordance with Act No. 1994-25A (Appropriations Act for FY1995) reads:

*Intention:* In Act No. 1994-25A, the Appropriation Act for fiscal year ending June 30, 1995, the General Assembly added a condition that the Secretary of Education shall not release more than the first quarterly payment of the appropriation until such time as the University includes as trustees on its governing board, four nonelected officials, who upon invitation by the trustees of the University, are appointed by the President Pro Tempore of the Senate, the Minority Leader of the Senate, the Speaker of the House of Representatives, and the Minority Leader of the House of Representatives.

*Resolved,* that Section 2.2 of the Statutes of the University is hereby amended to comply with Act No. 1994-25A by adding subsection (f), which shall read as follows:

(f) **Commonwealth Trustees:** four nonelected officials appointed by the following representatives of the Pennsylvania General Assembly: President Pro Tempore of the Senate, the Minority Leader of the Senate, the Speaker of the House of Representatives, and the Minority Leader of the House of Representatives, each of whom shall have the power to appoint one Commonwealth Trustee in accordance with Act No. 1994-25A.

**Turnover:** After a resolution of appreciation and standing ovation for outgoing Trustees Chairman Alvin V. Shoemaker, Dr. Roy Vagelos took the chair of Penn's governing body.

Trustees also passed

— President Judith Rodin's motion on the Francis C. Wood Professorship of Medicine (formerly reserved to the departmental chair, it can now be awarded, for example, to another distinguished member when the departmental chair already has an endowed professorship);

— the motion of Trustee Juan J. Amodei to establish a Department of Biostatistics and Epidemiology in the School of Medicine; and

— Provost Stanley Chodorow's list of appointments and promotions—including one naming Dr. Judith Rodin professor of psychology.

Finance resolutions were passed to supplement the FY1995 capital budget of the Hospital by \$80.6 million (bringing it over \$136.8 million); to fund renovation phases II and III of the John Morgan Building for pharmacology and environmental medicine; and for two computer resource purchases, Library Access 2000 System and a Silicon Graphics Computer System for chemistry's Center for Molecular Modeling.

At the recommendation of the Investment Board headed by John Neff, the Trustees also passed a resolution clarifying an October 21, 1982 resolution listing those authorized to buy, sell, exchange, deliver, trade and deal in and with "real estate and securities and other investments." The change is to specifically include derivatives among the "securities and other investments" under the meaning of the resolution.

## Speaking Out

### Fully Need Blind?

The report [of the Council Committee on Admissions and Financial Aid] on need-blind admissions in the October 4 *Almanac* does not define the term need blind or fully explain our present policy.

My understanding is this: Admissions decisions are in fact need blind. But offers of financial aid depend partly on merit. Applicants who are more desirable are offered more grants, relative to their need. (Desirability is not based on academic criteria alone.) The difference between this policy and one of denying aid to some students is a matter of degree.

Another point not mentioned in the report is that our need-blind policy does not apply to foreign students, who constitute about a tenth of all students across schools. In recent years, we have had the highest percentage of foreign students in the Ivies. Most foreign students do not get any financial aid, so they are used, in essence, to subsidize those who do get it. The few foreign students who do get financial aid are unusually meritorious by anyone's standards. We thus reject foreign students unless they are either academic stars or else the children of the rich, while offering aid to less qualified Americans. Even some foreign students in the top academic category are rejected because they cannot pay.

Such elitism was exactly what the report in question was afraid of, yet we have it for a substantial fraction of our students. The rationale for excluding just foreign students from the need-blind policy has not been stated in any report that I have seen. Clearly it depends to some extent on the fact that much financial aid comes from the U.S. government, but this cannot account for the whole policy, since Penn also provides some aid out of general funds. We should consider a more balanced policy.

— Jonathan Baron,  
Professor of Psychology

### Response

The incoming chair of the Council Committee on Admissions and Financial Aid, Dr. Robert Giegengack, said that a response to Dr. Baron's letter will be provided for next week's issue.—Ed.

*Speaking Out welcomes reader contributions. Short, timely letters on University issues can be accepted Thursday noon for the following Tuesday's issue, subject to right-of-reply guidelines. Advance notice of intention to submit is appreciated.—Ed.*



# Implementing a 21st Century Undergraduate Education

October 19, 1994

Undergraduate education has been the subject of recurring discussion at Penn for the past quarter century. Plans, proposals, white papers, and reports have been produced, published and debated, and much has been achieved. The result is that Penn today offers a first-rate undergraduate education. Penn is more competitive and more highly-regarded as an undergraduate school than ever before.

However, as good as Penn is, it can be better—it can and should lead the way in undergraduate education for the 21st century. We believe that the moment is right to move forward aggressively to realize that potential. The time has come to develop a model for a 21st century undergraduate education and to implement an educational experience that builds on a vision of Penn's distinctive collegiate identity.

Today, we are beginning an intensive period of planning for the future of the undergraduate experience at Penn. We say "experience," because all aspects of student life will be evaluated. The goal is to create a greater seamlessness across academic life, housing, advising, and extracurricular activities. This is the moment for a thoughtful and substantive analysis of the position and performance of undergraduate programs in the context of a changing environment around us, as new forms of teaching and learning are rapidly developing, and the world is fundamentally altered.

The effort will be based on the following principles. Most of these principles will be familiar; a few may be new and striking. Each of these principles will have real consequences for the structure and content of the undergraduate experience at Penn.

## Principles of a 21st Century Undergraduate Education at Penn

- *Institutionally Distinctive:* The undergraduate experience at Penn should reflect Penn's distinctive institutional characteristics, particularly, its long tradition of educating students in theory as well as practice, both within and across disciplines and schools. It should take strategic advantage of Penn's compactness of campus and scale, and provide Penn undergraduates with a significant opportunity to take courses in both the arts and sciences and the professional disciplines, while achieving focus and excellence through our school-based strengths and school faculty leadership. It should also reflect the research strengths and the commitment of Penn's faculty to undergraduate education, Penn's diversity and urban location, its estimable institutional origins and values, and the necessity of absolute honesty and integrity in intellectual discourse.
- *Faculty Centered:* The undergraduate experience at Penn is created and sustained by Penn's faculty. It is a collective responsibility of the entire University faculty, in which every faculty member should participate in some way. Penn's faculty should be recognized and rewarded for their engagement with students, and the design of undergraduate academic programs and academic support services should support and promote the centrality of faculty-student interaction in the Penn undergraduate experience.
- *Intellectually Engaged:* The undergraduate experience at Penn should demand of both students and faculty an intense, open-ended engagement with each other and with ideas, both in and outside the classroom.
- *Research Oriented:* Penn's faculty is a research faculty, and Penn's undergraduate academic programs should profoundly reflect that fact. Teaching should be regarded as the refinement and transmittal of the ideas and knowledge developed in research and should be itself a major contributor to faculty research. Penn students should have direct experience of the processes and products of scholarly research throughout their undergraduate years at Penn.
- *Residentially Integrated:* The undergraduate academic program at Penn should define one or more academic communities of students, faculty and staff based in and supported by a residential system through which students receive some of their academic program and most of their extracurricular services. Student activities, including co-curricular

activities and the various kinds of counseling and advising provided to students, should be integrated into these academic communities. Residential living should be organized to support and enhance the academic programs.

- *Interdisciplinary:* The undergraduate experience at Penn should provide students with opportunities for creative and fluid interaction across a wide variety of disciplines, reflecting the breadth of the University's resources and faculties and the interdisciplinary character of contemporary research and scholarship. Undergraduate students should be able to draw upon the faculty and resources of the University's schools in support of their academic program without undue obstacles or bureaucratic barriers.
- *Broad and International:* The undergraduate experience at Penn should be as global and inclusive as the world of academic scholarship and research. It should reflect no permanent orthodoxy. It should introduce students to the competition and conflict of ideas in different intellectual traditions and cultures. It should provide students with a sophisticated understanding of science and technology. It should prepare students to live in a diverse community at Penn and beyond. In particular, it should prepare students for significant participation in the international arena.

These are the principles enunciated or suggested by the many previous studies and reports on undergraduate education at Penn. We propose to move to:

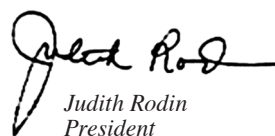
- *design a model* for the undergraduate experience in accord with these principles,
- *develop the academic and related programs* needed to implement the model, and finally, to
- *implement the programs.*

We are committed to completing this process in just three years. The first class will be admitted under the new undergraduate program in the fall of 1997 and will graduate as Penn's first 21st century class in the year 2001.

There will be participation by faculty and students, particularly, by the faculties and students of the four undergraduate schools, in the development of Penn's 21st century undergraduate experience. The development and implementation process will be led by the existing Provost's Council on Undergraduate Education (consisting of the Provost, the deans of the four undergraduate schools, their associate deans for undergraduate education, the acting Vice Provost for University Life, and the chair of the Student Committee on Undergraduate Education). Additional participants will include the chair of the Faculty Senate Committee on Students and Educational Policy, a trustee representative, a student representative from each school, and a faculty member from a professional school that does not have an undergraduate program.

As the model for the undergraduate experience of the 21st century at Penn is designed and programs are developed, we will also articulate the resources necessary to accomplish this undertaking. We will identify existing internal resources which can be applied, and we will seek additional funds to assure the complete implementation of the programs.

We are, therefore, especially pleased to announce that, as a result of an unrestricted outside trust, established by the late John W. Merriam (Wharton '31), we have already designated over \$8 million as a down payment on the new Penn undergraduate experience of the 21st century. Some of these funds are already in hand, and we are today making \$1 million immediately available to let us get to work right away. These resources, and others we will seek and designate over the next three years, are made as a clear sign of the University's commitment to this major institutional priority.

  
Judith Rodin  
President

  
Stanley Chodorow  
Provost

# Constructing Penn: The Inaugural Exhibition

*In honor of the inauguration of Judith Rodin as Penn's seventh president, the Arthur Ross Gallery has gathered together a visual record of "past and future eminence" of the University's Schools and Centers. "Constructing Penn: Heritage, Imagination, Innovation"—an exhibition of objects, works of art, archival and documentary materials, computerized presentations, plans, models, and artifacts—is now on view at the Arthur Ross Gallery through October 30. The gallery is located in the historic building designed for Penn by Frank Furness. Admission is free, and the hours this week are Tuesday-Sunday 10 a.m.-5 p.m. The exhibition coordinator for this multi-faceted portrayal of Penn is Marjorie Gapp. The curator for the exhibition is Dilys Winegrad, director of the Arthur Ross Gallery, who shares with the Penn community a look behind the scenes at the making of the exhibition.*

The idea was to show—on the occasion of the inauguration—what a great University, namely Penn, is all about: a long history of imagination and inventiveness which, as President Rodin remarked in her address, continues to be key when it comes to adapting to changing circumstances.

My first visit in August was to Dean Gregory Farrington with a request for "a hunk of ENIAC and the solar car"—the very examples I'd mentioned to President Rodin when proposing the show. (It turns out that the ENIAC, mounted on the wall, doesn't look all that different from a Nevelson assemblage). The dean said yes—and proposed the bioengineering students' toys for handicapped children, and one or two other electronic marvels as well. They also speeded up production of a video so that it could be included. Annenberg, the Library, and Nursing are all represented by the form (teaching by video) or content of technology (a video on the installation of the satellite dish by Annenberg), and are referred to in the Interactive Technology video, as is the computer unit in last spring's Wilson Eyre exhibition at the Arthur Ross Gallery.

There are photographic blow-ups from Social Work, books from Education, and an original work by faculty sculptor Robert Engman representing GSFA; and SAS appears through the founding documents of Benjamin Franklin's Academy and College of Philadelphia along with modern plans—and work from the departments from physics to anthropology, chemistry to classical studies. Wharton ingeniously used an anvil presented by Joseph Wharton, the "ironmaster himself" and a globe to symbolize their (forged) links and (global) activities. My request to borrow the bronze of Jean d'Aire, on display for the first time in an exhibition at Penn, was an intentional visual pun!

The University's portrait of Franklin now beams benignly over the Sudbury Neutrino model plus a number of integrated circuits designed for it at Penn; the Library's new "Gateway" (along with the first catalogue of its holdings, 1823); the video and computer program illustrating interactive technology at Penn; and the ENIAC, accompanied by its present-day equivalent, the minuscule "Magic Link" prototype. Franklin would have loved the innovations—and gadgetry—on display, and, I'm sure, would have found a ream of applications for them.

We also have two cases that show the process and results of research in chemistry, physics, biology, and biomedicine.

Franklin would have been impressed by Ralph Brinster's work on transgenics, and the "supermouse" on display—though only in a drawing and on the covers of both *Nature* and *Science*. As a founder of the first hospital, he would have been excited by evidence of the first scientifically documented examples of successful genetic therapy for an inherited disease, the work of Jim Wilson in the Medical Center. Elsewhere in the gallery, plants and scholarship from the Morris Arboretum celebrate both the reopening of its Victorian fernery and state-of-the-art research on plants for new drugs such as *campotheca* which we have on display.

This show is full of labels (our visitors are readers and want to know everything) including a quote of Benjamin Franklin's blown up on the wall above all the applied science:

*The rapid progress true Science now makes occasions my regretting sometimes that I was born too soon.*

— Letter to Joseph Priestley, February 8, 1780.

He does have a knack for elegantly turning a few, well-chosen words—including the correct use of gerunds! Quite the opposite of lamentations for "the good old days" by less imaginative minds.

We have some of that too: the 18th-century beginnings of Penn are evoked through Franklin's desk, chair and swagger stick, as well as his *Proposals for Educating Youth in Pennsylvania* (1749) opened to the page that was sung (arr. Bruce Montgomery) at the inauguration. Also a book from Penn's library that we used for the catalogue cover of the 250th celebration show, *The Intellectual World of Benjamin Franklin: an American Encyclopaedist at the University of Pennsylvania*. We also have the Rittenhouse clock, James Wilson's breakfront, and a portrait of the first provost, William Smith, by Gilbert Stuart.

There is a Thomas Eakins portrait of Dr. Charles Lester Leonard, which normally hangs in Dr. Stanley Baum's office in radiology in the Medical Center; also a series of blow-ups by the early photographer, Eadweard Muybridge (né in England Edward Mugeridge) of Vet School Dean Rush Shippen Huidekoper—evidently a Philadelphian and a medical man—and his horse, both scantily clad. Leonard modeled for Eakins while a medical student, and Eakins, in turn, was influenced by Muybridge's photos of animal locomotion. And so the arts and sciences interact.

More obvious "museum" objects and artifacts come from the Arthur Ross Gallery, ICA, University Museum, Architectural Archives, University Art Collection and University Archives, for more documents and roots. The great Evans collection of art, which came with funds to set up Penn's Dental School, is represented with a wonderfully awful oil painting of a tooth puller—plus specially commissioned state-of-the-art shots of what oral surgery is all about today. There are even sculptures of athletes, a couple by faculty member Tait McKenzie, who did several of the big bronzes around campus (Whitefield in the Quad; and the Young Franklin of which we have the small version on show.)

All of which goes to show, I hope, the interconnectedness of artists, scholars—ultimately all of learning at a great university. As stated in the label on the painting adapting the Richards Building—the medical research laboratories designed by Louis I. Kahn, graduate and faculty member, some say the greatest American architect of this century—for the purposes of the biomedical studies catalogue: "The Richards Building, itself an example of the interaction of art and science, becomes a symbol for the interaction between research and research teaching conducted in its laboratories and elsewhere at the University of Pennsylvania."

— Dilys Winegrad, Director/Curator, Arthur Ross Gallery

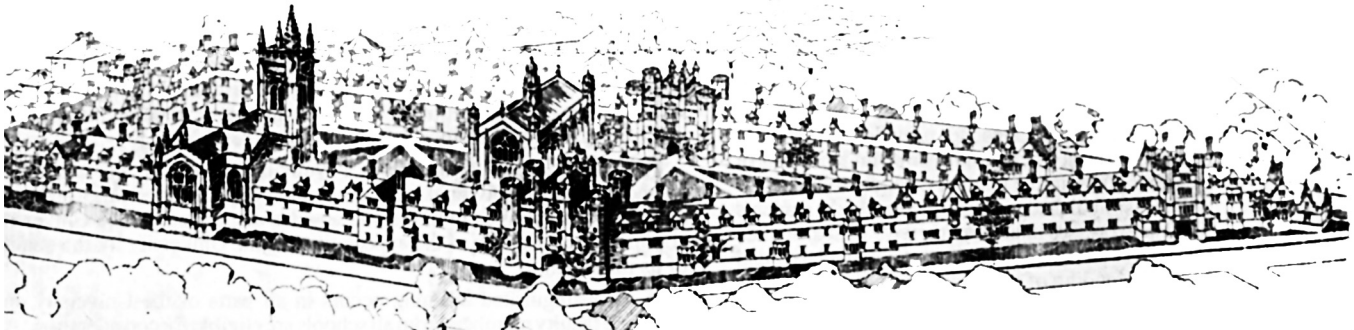
*Below, an "Animal Locomotion photograph" by Eadweard Muybridge shows the first dean of Penn's veterinary school on his horse Pandora, who participated in the now-famous study. At right (past insert), New Bolton's Dr. Eric Tulleners is shown performing an endoscopic examination of a Standardbred horse's larynx while the horse paces on a treadmill.*

**more photographs past insert**

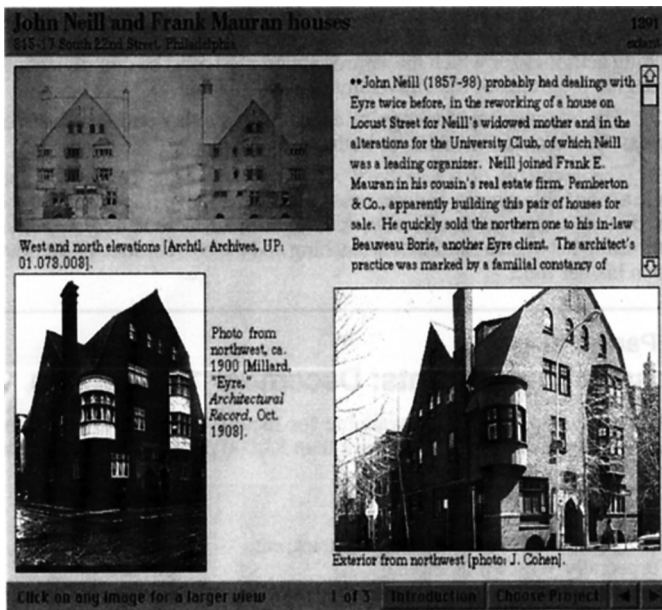


At r  
Stev  
The  
this  
to P  
curr  
Sun

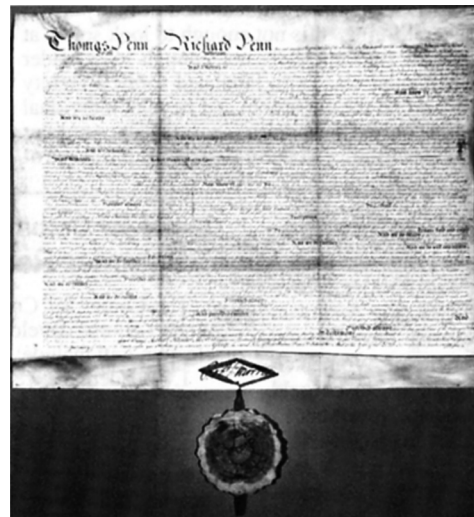




The Cope and Stewardson plan for the Quad, Penn's first dorms, (above) used red brick and sandstone, materials which would later characterize the firm's designs for the Law School and the Towne Building. This bird's eye perspective, c. 1894, is from the Architectural Archives of the University. Below is a snapshot of the screen from the recent Wilson Eyre exhibition showing the Neill and Mauran houses designed by Eyre.



The Charter of 1755, (below), from Thomas Penn and Richard Penn to the Trustees of the College, Academy and Charitable School, in the Province of Pennsylvania, May 14, 1755, is from the University Archives.



Right, students from the Solar Car Team are joined by alumnus Wynn as President Rodin takes the Liberty Belle for a test drive. The car finished third and won the award for most efficient vehicle at summer's American Tour de Sol, which ran from New York City to Philadelphia. The team, consisting of more than 20 students, is currently reengineering the car in preparation for next summer's race, to run from Indianapolis to Colorado Springs.



Photo by Tommy Leonardi

## Criteria and Guidelines for Lindback Awards

1. The Lindback Awards are given in recognition of distinguished teaching. "Distinguished" teaching is teaching that is intellectually demanding, unusually coherent, and permanent in its effect. The distinguished teacher has the capability of changing the way in which students view the subject they are studying. The distinguished teacher provides the basis for students to look with critical and informed perception at the fundamentals of a discipline, and he/she relates this discipline to other disciplines and to the world view of the student. The distinguished teacher is accessible to students and open to new ideas, but also expresses his/her own views with articulate conviction and is willing to lead students, with a combination of clarity and challenge, to an informed understanding of an academic field. The distinguished teacher is fair, free from prejudice, and single-minded in the pursuit of truth.

2. Distinguished teaching means different things in different fields. While the distinguished teacher should be versatile, as much at home in large groups as in small, and in beginning classes as in advanced, he or she may have skills of special importance to his/her area of specialization. Skillful direction of dissertation students, effective supervision of student researchers, ability to organize a large course of many sections, skill in leading seminars, special talent with large classes, ability to handle discussions or to structure lectures—these are all relevant attributes, although it is unlikely that anyone will excel in all of them.

3. Distinguished teaching is recognized and recorded in many ways; evaluation must also take several forms. It is not enough to look solely at letters of recommendation from students. It is not enough to consider "objective" evaluations of particular classes in tabulated form; a faculty member's influence extends beyond the classroom and beyond individual classes. Nor is it enough to look only at a candidate's most recent semester or at opinions expressed immediately after a course is over; the influence

of the best teachers lasts while that of others may be great at first but lessen over time. It is not enough merely to gauge student adulation, for its basis is superficial; but neither should such feelings be discounted as unworthy of investigation. Rather, all of these factors and more, should enter into the identification and assessment of distinguished teaching.

4. The Lindback Awards have a symbolic importance that transcends the recognition of individual merit. They should be used to advance effective teaching by serving as reminders to as wide a spectrum of the University community as possible of the expectations of the University for the quality of its mission.

5. Distinguished teaching occurs in all parts of the University and therefore faculty members from all schools are eligible for consideration. An excellent teacher who does not receive an award in a given year may be re-nominated in some future year and receive the award then.

6. The Lindback Awards may be awarded to faculty members who have many years of service remaining, or they may recognize many years of distinguished service already expended. *No faculty member may be considered for the Lindback Award in a year in which the member is considered for tenure. All nominees should be members of the standing faculty.* The teaching activities for which the awards are granted must be components of the degree programs of the University of Pennsylvania.

7. The awards should recognize excellence in either undergraduate or graduate/professional teaching or both.

8. The recipient of a Lindback Award should be a teacher/scholar. While a long bibliography is not necessarily the mark of a fine mind, nor the lack of one a sign of mediocrity, it is legitimate to look for an active relationship between a candidate's teaching and the current state of scholarship in his/her field.

### ACE-NIP Women's Conference

Registration forms are available from Kristin Davidson at 898-8442 or Debra Fickler at 898-7660 for the biennial ACE-NIP (the American Council on Education-National Identification Program for the Advancement of Women in Higher Education Administration), to be held over two days, beginning Tuesday, November 15 at 11 a.m. at the Hotel Hershey in Hershey, Pa.

The title of this year's conference is "Vision and Action: Making the Connection." Topics include curriculum reform, managing personal and professional stress, forging partnerships between academic affairs and student life, and including women in higher education finance. A panel on Wednesday will ask "Women with distinctive voices: can we make a difference?"

Registration is \$100, or \$75 for conferees who register to stay at the Hotel Hershey.

### PennInfo Kiosks on Campus

Benjamin Franklin Scholars Office  
The Bookstore  
College of General Studies Office  
The College Office  
Computing Resource Center\*  
Data Communications & Computing Services\*  
SEAS Undergraduate Education Office\*  
Faculty Club\*  
Greenfield Intercultural Center Library  
Houston Hall Lobby  
Office of International Programs  
Office of Off-Campus Living  
PennCard Center  
Pennrex Office  
Student Employment Office  
Student Financial Information Center  
Student Health Lobby

\* Kiosk uses point-and-click software.

### Center for Community Partnerships

#### Summer Research/Teaching Grants: December 13 Deadline

The Center for Community Partnerships has funds available for faculty members to apply for summer course development grants. Grants will be for no more than \$3,000 per project. Criteria for selection will include:

1. Academic excellence
2. Integration of research, teaching and service
3. Partnership with community groups, schools, service agencies, etc.
4. Focus on Philadelphia, especially West Philadelphia

Proposals should provide evidence as to how the course activity will involve participation or interaction with the community as well as contribute to improving the community. Proposals should include the following:

1. Cover Page
  - 1.1 Name, title, department, school, mailing address, social security number
  - 1.2 Title of the proposal
  - 1.3 Amount requested
2. 100-word abstract of the proposal (include a description of how the course will involve interaction with the community and benefit the community)
3. A one-page biographical sketch of the applicant
4. A three to five page mini-proposal
5. Amount of the request and budget

An original and five copies of the proposal should be submitted to the Center for Community Partnerships, 133 S. 36th Street, Suite 519, Philadelphia, PA 19104-3246. The application deadline is *December 13, 1994.*

— Francis E. Johnston, Professor, Department of Anthropology  
Co-Chair, Faculty Advisory Committee, Center for Community Partnerships  
— Albert Stunkard, Professor Emeritus, Department of Psychiatry, Director, Obesity Research  
Co-Chair, Faculty Advisory Committee, Center for Community Partnerships

### National Security Education Program: November 15 Deadline

The Office of International Programs announces two National Security Education Program (NSEP) Scholarship and Fellowship competitions:

*Undergraduate Scholarships*—for study abroad (outside of Western Europe, Canada, Australia and New Zealand) for current freshmen and sophomores for summer 1995; for current freshmen, sophomores and juniors for academic year 1995-96, fall 1995, spring 1996.

*Graduate International Fellowships*—for the study of languages and cultures outside of Western Europe, Canada, Australia and New Zealand.

Information and application forms: International Programs, 133 Bennett Hall/6275. Completed applications for both competitions must reach the Office by *Tuesday, November 15.*



# Update

OCTOBER AT PENN

## CONFERENCES

- 28** *Code Black: Constructing Race in Early Modern England and France*; morning session: *Opening Remarks*, Joan DeJean, French; *Reading Race*, Patricia Parker, Stanford; *Troubling Doubles: Apes, Mimesis, and Blackface in Mr. Moore's Revels*, Kim Hall, Georgetown; 9:45 a.m.-noon; Franklin Room, Room 235, Houston Hall; afternoon session: *Une Certain Idée de l'Homme: French Thought, Race and Colonial Slavery in the 17th and 18th Centuries*, Michel-Rolph Trouillot, Johns Hopkins; *Round Table Discussion*, Maureen Quilligan, English, moderator, with wine and cheese reception; 2-5 p.m.; Smith-Penniman Room, Room 236, Houston Hall. (Center for Cultural Studies).
- 31** *School of Social Work Continuing Education Series: Issues in Human Sexuality*, Gloria Gay; *Taking the Stand: the Social Worker as Witness*, Mimi Rose and Toni Seidl; *The Empowerment Workshop*, Edward J. Speedling and Deborah Davis; 9 a.m.-4:30 p.m.; \$85/full-day seminar; information/registration: Dori Myers, 898-5526 (SSW).

## FILMS

- 28** *Nosferatu*; silent film accompanied by the Curtis Organ; 7 and 9:30 p.m.; Irvine Auditorium; \$3, \$2/PennCard holders; tickets/information: 898-INFO (Curtis Organ Restoration Society; Penn Film Society).
- 31** *The Phantom of the Opera* (1925); Curtis Organ Society's annual Halloween screening of the silent film classic starring Lon Chaney with organ accompaniment by Lee Erwin playing from his own score; 8 p.m., 10 p.m., and midnight; Irvine Auditorium; \$5; tickets/info: 898-INFO (Curtis Organ Restoration Society).

## FITNESS/LEARNING

- 27** *Estate and Tax Planning for Same-Sex Couples*; 7:30-8:30 p.m.; Faculty Club (Human Resources/Benefits; Program for the Lesbian, Gay, Bisexual Community at Penn).

## MUSIC

- 28** *Sviraj, Pepa and Ivailo Koutcheva, and Zlatne Uste Balkan Brass Band*; the three groups play Balkan and Eastern European music; 8 p.m.; International House; \$15, \$13/students and seniors, \$10/I-House and Folk Dance Council members; tickets: 893-1145. *Replaces previously scheduled program by Philipopolis.*

## TALKS

- 26** *Cellular Mechanisms and Neural Circuitry Mediating Sensitization to Cocaine*; Peter Kallivas, Washington State; 4 p.m.; Rm. 140, John Morgan Bldg. (Mahoney Institute of Neuro. Sciences).
- 27** *Engineering Human Mini-Chromosomes With Cloned Telomeric DNA*; William Brown, Oxford; 11 a.m.; Auditorium, Wistar (Wistar).
- Graduate Student Research Seminar: Reports of Last Summer*; Joe Glicksberg and Timothy Meehan, political science; Michelle Rein, art history; Yars Sakr, architecture; 5 p.m.; info/registration: 898-6335 (Middle East Center).
- 28** *Islamic Credit System and Development in Northeast Africa: The Case of Sudan*; Usama Osman Abdulgadir, University of Khartoum; noon; Room 215, College Hall (African Studies).
- Oncologic Emergencies*; Kevin Fox, hematology/oncology; noon; Auditorium, Dulles (Medicine).
- Askeptic Reconsiders the U.S. and Vietnam*; Steve Bell, Ball State, and former ABC News anchorman; 2:30-4 p.m.; Room 109, Annenberg School (GSE; International Programs).
- 31** *Gene Transfer Into Hematopoietic Cells*; Art Nienhuis, St. Jude's Children's Research Hospital; 4-5 p.m.; Medical Alumni Hall, Maloney HUP (Institute for Human Gene Therapy).

**About the Crime Report:** Below are all Crimes Against Persons listed in the campus report for the period **October 17 through 23, 1994**. Also reported were Crimes Against Property, including 44 thefts (including 6 burglaries, 3 of auto, 11 from auto, 9 of bikes & parts); 14 incidents of criminal mischief & vandalism; 3 of forgery and fraud. Full reports are in *Almanac* on PennInfo. (See kiosk locations, page 6).—Ed.

## The University of Pennsylvania Police Department Community Crime Report

This summary is prepared by the Division of Public Safety and includes all criminal incidents reported and made known to the University Police Department between the dates of *October 17 through 23, 1994*. The University police actively patrol from Market Street to Baltimore Avenue, and from the Schuylkill River to 43rd Street in conjunction with the Philadelphia Police. In this effort to provide you with a thorough and accurate report on Public Safety concerns, we hope that your increased awareness will lessen the opportunity for crime. For any concerns or suggestions regarding this report, please call the Division of Public Safety at 898-4482.

### Crimes Against Persons

- 34th to 38th/Market to Civic Center:** Robberies (& attempts)—2  
Aggravated assault,—1, Simple assault—1, Threats & harassment—2
- |          |          |                    |   |
|----------|----------|--------------------|---|
| 10/17/94 | 8:31 AM  | Steinberg/Dietrich | Complainant hit on head w/bookbag       |
| 10/18/94 | 11:40 AM | 3700 Blk. Spruce   | Actor w/knife & pipe chased complainant |
| 10/20/94 | 11:25 AM | Ralston House      | Actor pushed and pinched complainant    |
| 10/20/94 | 8:31 PM  | 3400 Blk. Market   | Robbery of bicycle                      |
| 10/21/94 | 11:56 PM | Unit Blk. 38th     | Robbery by 5 actors                     |
| 10/22/94 | 7:42 PM  | Nichols House      | Swastika carved into wooden door        |
- 38th to 41st/Market to Baltimore:** Threats & harassment—2
- |          |         |                 |                              |
|----------|---------|-----------------|------------------------------|
| 10/17/94 | 4:04 PM | 4000 Spruce St. | Actor threatened complainant |
| 10/22/94 | 9:40 AM | Harnwell House  | Unwanted calls received      |
- 30th to 34th/Market to University:** Robbery (& attempts)—1
- |          |         |               |                 |
|----------|---------|---------------|-----------------|
| 10/23/94 | 1:33 AM | 32nd & Market | Robbery of cash |
|----------|---------|---------------|-----------------|
- Outside 30th to 43rd/Market to Baltimore:** Robbery (& attempts)—1,  
Aggravated assault—1, Threat & harassment—1
- |          |          |                  |                               |
|----------|----------|------------------|-------------------------------|
| 10/19/94 | 5:38 PM  | 2021 Walnut St.  | Unwanted phone calls received |
| 10/19/94 | 9:03 PM  | Melville/Walnut  | Person shot                   |
| 10/21/94 | 11:55 PM | 2300 Blk. Walnut | Robbery                       |

### Crimes Against Society

- 34th to 38th/Market to Civic Center:** Disorderly conduct—1
- |          |         |                  |                  |
|----------|---------|------------------|------------------|
| 10/23/94 | 4:04 AM | 3700 Blk. Locust | Fight on highway |
|----------|---------|------------------|------------------|
- 38th to 41st/Market to Baltimore:** Disorderly conduct—1
- |          |         |                  |                                   |
|----------|---------|------------------|-----------------------------------|
| 10/22/94 | 3:29 AM | 3900 Blk. Spruce | Male cited for disorderly conduct |
|----------|---------|------------------|-----------------------------------|

## Crime Alert: At a SEPTA Stop

On October 20, at 8:25 p.m., a female University employee was attacked and robbed at the entrance to the 34th and Market Street SEPTA subway station by four (4) black males.

The males are described as 17-20 years of age, one of them 5'9" tall and last seen wearing a red short-sleeve shirt. No further description is available regarding the others.

If you have any information regarding this crime, please call one of these numbers:

Campus Police	898-7297
Campus Detectives	898-4485
Victim Support	898-4481/6600
On-campus Emergency	511
Off-campus Emergency	573-3333
PPD Southwest Detectives	686-3180
Philadelphia Police Dept.	911
SEPTA Police	580-4131

**Safety tip:** Use the walking escort service (call 898-WALK) between 6 p.m. and 3 a.m.

—Division of Public Safety

**Ed. Note:** Safety specialists say that risks for the homeward bound may increase at the end of October when Daylight Saving Time ends. On the back page of this issue is safety advice on that subject.



*Almanac*

3601 Locust Walk Philadelphia, PA 19104-6224  
(215) 898-5274 or 5275 FAX 898-9137  
E-Mail ALMANAC@POBOX.UPENN.EDU

The University of Pennsylvania's journal of record, opinion and news is published Tuesdays during the academic year, and as needed during summer and holiday breaks. Guidelines for readers and contributors are available on request.

EDITOR Karen C. Gaines  
ASSOCIATE EDITOR Marguerite F. Miller  
EDITORIAL ASSISTANT Mary Scholl  
STUDENT AIDES Libby Bachhuber, Suma CM, Zack Miller, Karen Now, Stephen J. Sanford, Jenny Tran

ALMANAC ADVISORY BOARD: *For the Faculty Senate*, Martin Pring (Chair), Jacqueline M. Fawcett, Phoebe S. Leboy, William Kissick, Barbara J. Lowery, Ann E. Mayer, Paul F. Watson; *for the Administration*, Stephen Steinberg; *for the Staff Assemblies*, Berenice Saxon for PPSA (formerly A-1 Assembly), Diane Waters for the A-3 Assembly, David Azzolina for Librarians Assembly.

## As Daylight Saving Time Comes to an End,

## Some Tricks for Traveling More Safely

Yes, it is that time again: the clock goes back one hour on at 2 a.m. Sunday, October 30. Everybody loses an hour of daylight at the end of the day, just when most of us are homeward bound—and the criminal gains an hour of prime-time darkness in which to work. From the Penn Police's Victim Support and Special Services unit, here are some tips for everyone who uses public transportation to get home.

### Public Transportation Safety Tips

- Become familiar with the different bus and trolley routes and their schedules. The Penn BookStore sells a useful SEPTA map, \$3, and SEPTA regional rail schedules are now posted on PennInfo.\* The Victim Support office, located at 3927 Walnut Street, has print copies of the following SEPTA schedules:  
21, 42, 40, and 48 bus schedules  
10, 11, 13, 34, and 36 trolley schedules
- When traveling at night it is better to use above-ground transportation systems. Buses, the above-ground stretches of subway/surface lines and elevated lines give less cover for criminal activity.
- If you do travel underground, be aware of the emergency call boxes on the platform. These phones contact the SEPTA Police. The phones operate much like the University's Blue Light Phones. To operate the SEPTA Phone, push the button. A SEPTA operator will identify your transit stop and assist you immediately.
- Whenever possible, try to sit near the driver.
- In the subway station stand back from the platform edge.
- Don't fall asleep! Stay Alert!

### Emergency Phones at Subway Stops

- 30th & Market Street** — Subway surface SEPTA Emergency Phone located near the middle of the platform on the wall.
- 33rd & Market Street** — SEPTA Emergency Phone on both the east and west platforms on the wall near the middle of the platform.
- 34th & Market Street** — SEPTA Emergency Phone on the (E) platform for east- and west-bound trains.
- Blue Light Emergency Phone located at 34th & Chestnut outside of the lot on the northeast corner; also on the Law School's southwest corner of 34th & Chestnut.
- 36th & Sansom Street** — SEPTA Emergency Phone on both the east and west platforms on the wall near the middle of the platform.
- Blue Light Emergency Phone located at King's Court/English House on the southwest wall above the subway entrance.
- 37th & Spruce Street** — SEPTA Emergency Phone near the middle of the west bound platform on the wall. SEPTA Emergency Phone near the middle of the east-bound platform.
- Blue Light Emergency Phone located across the street at the entrance to the Quad. In Dietrich Gardens near the east-bound entrance to the subway. Also, outside on the wall to the entrance of the Steinberg-Dietrich cafeteria.
- 40th & Market Street** — El subway stop; SEPTA Emergency Phone located on the platform on the wall near the cashier.

For *additional safety tips* contact Victim Support at 898-4481/6600, 3927 Walnut Street. The unit is staffed from 8:30 a.m. to 11 p.m. Mondays through Fridays and its 898-6600 line is a 24-hour one.

For *emergencies* contact the Division of Public Safety's Campus Police by using the Blue Light Phones or call 511 on campus, or call 573-3333 for off-campus.

To contact the Philadelphia Police Department call 911.

### During Peak Hours: Watch Out for Pickpockets

*Here are eight things pickpockets don't want you to know.*

1. Never display money in a crowd. (Think this through *before* you leave the safety of your office, so you aren't fumbling in public with your purse or wallet.)
2. Never wear necklaces, chains or other jewelry in plain view.
3. Handbag: Carry tightly under your arm with the clasp toward your body. Never let it dangle by the handle. Keep it with you at all times and always keep it closed. Never place it on a seat beside you.
4. Wallet: Carry in an inside coat pocket or side trouser pocket.
5. Immediately check your wallet or purse when you are jostled in a crowd. (And then be doubly watchful, because the jostling may have been a ploy to get you to reveal where you carry your money.)
6. If your pocket *is* picked, call out immediately to let the operator and your fellow passengers know there is a pickpocket on the vehicle.
7. Beware of loud arguments and commotions aboard vehicles or on station platforms. Many times these incidents are staged to distract your attention while your pocket is picked.
8. If you suspect pickpockets at work on a particular transit route or subway station, call SEPTA Police Hotline, 580-4131. It's answered 24 hours a day. You do not have to give your name. Trained personnel will take your information and see to it that something gets done. Also, notify Penn Police at 511 or Victim Support at 898-4481.

### Traveling During Non-Peak Times

- If possible use above-ground transportation.
- If you use subways, stand near the SEPTA call box.
- If possible use the Market-Frankford El (elevated lines). In case of an emergency there is a cashier's booth staffed during hours of operation.
- If possible travel with a companion(s).

### Halloween Safety, Too

This is also a good week-end to pass along to your children and the neighbors' some Halloween Safety Tips:

- Trick-or-treat in your neighborhood.
- Only call on people you know.
- Never go out alone. Go with friends. Ask you mom or dad, older sister or brother, or a neighbor to go along.
- Stay in well-lighted areas.
- Masks are not safe. Use non-toxic face paint.
- Wear white or reflective clothing.
- Carry a flashlight, glowstick, or reflective bag.
- Watch out for cars.
- Have your parents inspect all treats before you eat them.

*In the event of an emergency call:*

Philadelphia Police	911
University of Pennsylvania Police	573-3333
Children's Hospital of Philadelphia	590-3480
Poison Control Center	386-2100

— Maureen Rush,

Director of Victim Support and Special Services

\* Search on the keyword SEPTA. For locations of kiosks carrying PennInfo, please see page 6.